

EDP 389H
Practicum in School Psychological Services
Fall 2013
Unique # 11275

Instructor and UT Supervisor: Jennifer Carter, Ph.D., LSSP

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Office hours: By appointment

Teaching Assistant: there is no teaching assistant for this course this semester

Class Time: Mondays 1-4

All practicum meetings will be held in SZB524. Meeting schedule is at the end of this document. Class topics and schedule is subject to change based on students' needs of supervision and guest presenters' schedules.

Course Description: The three practica in the School Psychology Program are intended to provide opportunities for students to become oriented to the educational process and to apply their knowledge and skills in a field-based setting. During this semester of practicum the student will be assigned to a local school district and site supervisor. **On-campus didactic instruction and supervision is provided concurrently as a required part of the practicum experiences.** Students should refer to the **Practicum Handbook** for additional information. This semester will shift from system entry, system organization, assessment of learning disabilities, and consultation to assessment and intervention related to social emotional issues. Much of class will be spent of treatment planning and supervision as well as continued development of assessment skills.

Prerequisites: Successful completion of EDP 389H Academic Assessment and Interventions or the equivalent, and the fall practicum experience in the school.

Assignments:

- As outlined in the **Practicum Handbook**, practicum students will engage in a minimum of 150 hours for SSP Students and 100 for doctoral students of supervised field experience and complete all required paperwork documenting this experience. Students should plan on spending 10-12 hours on practicum work each week with approximately 8 hours of "face time" at the practicum site. This may be scheduled in a way that works best for the site and site supervisor.
- Additionally, students will maintain an online **journal** of their practicum experiences, reflections, and questions that may arise as they work with students and educators in the schools. The purpose of the journal is to promote reflective thought during the practicum process and to facilitate supervision by documenting questions and concerns that arise in field placements. Journals are required and will be reviewed by the UT supervisor on a weekly basis. All information in journals will be treated as confidential.
- Please see the Practicum Handbook for list of required experiences and use the last page of this syllabus to track your progress. Students are required to complete brief "write-ups" about each required experience that was not completed last semester. The only Assignment write-ups for this semester are related to the social emotional assessment and if you are doing a counseling case you will be responsible for submitting supporting casework (initial and ongoing conceptualization, goals and treatment plan, skill checks, progress notes, counseling summary). See attached sheet explaining documentation expectations for counseling cases. Assignments with content to cover in these write-ups can be found on Blackboard under *Assignments*.

- If you have counseling cases you will be paired with a student in the advanced practicum course and expected to meet regularly for peer supervision on your cases.
- As an extension to the completed CBT course, each student will present on a specific disorder and how to use CBT to treat or students could present counseling strategies (does not have to be CBT) related to a specific issues students may be facing.
 - CBT – Generalized Anxiety, ADHD, ODD/Conduct Disorder, OCD, Social Anxiety, Bipolar Disorder, Borderline Personality Disorder, Issues with Eating
 - Other issues – Grief and Loss, Parental Divorce, Social Skills, Autism, Coping Skills, Bullying, Organizational and Study Skills, Test Anxiety, Classroom Behaviors, Decision Making, Anger Management, Self Esteem/Self-Identity

These presentations will be centered on how CBT or other strategies could be used to conceptualize and treat children and adolescents with various disorders or to assist students with specific issues. Students should briefly review characteristics/symptoms of disorder (diagnosis) or issue, but spend the majority of the presentation of how to treat disorder with CBT or other strategies. Some readings will be available on blackboard, but students should also locate additional materials and/or consult with site supervisors. Students will also present an example conceptualization for a fictional client with presented disorder.

- Turn in the following documents by 3/17: Site Review Form
- Turn in the following documents by May 3, 2013:
 - Hours Log signed by supervisor
 - Student Rating Scale (one copy completed by site supervisor and one copy completed by student)
 - All assignments (write-ups) related to practicum experiences should be submitted online
 - All samples of work products (deidentified) – e.g., assessment reports, counseling summary

Requirements:

- Complete 1 social emotional assessment case including report writing
- Complete individual counseling case(s) if available at site, this may also be done at another site (e.g., TSCS)
- Complete additional classroom observations and testing as appropriate and needed by site

Recommended:

- Observe or assist with autism assessment
- Observe/assist or complete assessment related to early childhood and/or low incidence

Recommended when available:

- Observe/assist with group counseling if available
- Attend 1 Special Education Cooperative meeting (or any type of meeting provided for families/parents)
- Attend a manifestation determination ARD meeting when available
- Attend a transition planning meeting/ARD meeting when available

- Present assessment data at an ARD meeting

Grading:

Grades for this practicum are based on successful completion of practicum requirements and all turning in required documents on-time. Grades will also reflect attendance to site and attendance to practicum seminar. Students will be evaluated by on-site supervisor at the end of each semester.

The following are examples of behavior that could result in reduction in letter grade and when necessary require the student be put on a written plan to make necessary improvements to continue in the program: poor attendance, not turning in assignments/required documents, ignoring or disregarding ethical and legal guidelines, not completing assigned tasks by site supervisor in timely manner or disregarding timelines, inappropriate or disrespectful behavior towards the site supervisor

Should the student fail to meet practicum requirements or demonstrate significant problems with professional behavior related to practicum, the student may be required to retake the practicum to earn credit.

Required Text:

School Psychology Program (2013). School psychology program school-based practicum handbook. The University of Texas at Austin: Author.

Recommended Texts:

Canter, A.S., Paige, L.Z., Roth, M.D., Romero, I. & Carroll, S.A. (Eds.) (2011). Helping children at home and school III: Handouts from your school psychologist. Bethesda, MD.:NASP. *(Available on CD-ROM or printed version from www.nasponline.org)*.

Thomas, A., & Grimes, J. (Eds.). (2008). Best practices in school psychology-V. Bethesda, MD: National Association of School Psychologists.

Additional Information:

- ❖ Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Upon request, according to standard policies at The University of Texas, I will provide appropriate accommodations for qualified students with disabilities.
- ❖ All students should abide by the UT Honor Code (or statement of ethics): <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>. “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”
- ❖ By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must

miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

- ❖ The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :
 - Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
 - Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
 - Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
 - In the event of an evacuation, follow the instruction of faculty or class instructors.
 - Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
 - Behavior Concerns Advice Line (BCAL): 512-232-5050
 - Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Meeting Outline

DATE

TOPIC

1/13	Practicum Requirements and Expectations, CBT Review
1/20	MLK DAY – No Class
1/27	Counseling IEPS/Goals and Progress Monitoring, ID case study, CLASS Presentations and Supervision
2/3	GO TO SITE
2/10	Treatment of Depression, CLASS Presentations and Supervision
2/17	GO TO SITE
2/24	School Refusal, CLASS Presentations and Supervision
3/3	GO TO SITE
3/10	CLASS Presentations and Supervision
3/17	GO TO SITE
3/24	CLASS Presentations and Supervision
3/31	CLASS Presentations and Supervision
4/7	GO TO SITE
4/14	GO TO SITE
4/21	GO TO SITE
4/28	Final Class Meeting

Requirements if completing counseling cases:

1. **Submit proof of insurance:** All field experience students are required to have professional liability insurance in effect before beginning work at the site. The required minimum coverage for professional liability is \$1,000,000 each incident / \$3,000,000 annual aggregate. Low cost insurance rates are available through APA or NASP.
2. **Obtaining and Maintaining Therapy Cases:** Students will have between 1 to 2 ongoing therapy cases. Strive for tape recording every session with every client. Won't ultimately get permission for every client, but try to do your best. One case will be taped from start to finish. Consent forms for treatment and audiotaping are required.
3. **Record Keeping, Progress Notes, and Treatment Planning:** Students are responsible for completing records and required forms for each therapy case. Students must post weekly updates for each client on Blackboard by Friday 5pm. Students must also bring hard copies of forms to class each session. Failure to update and/or bring required forms in timely and satisfactory manner will result in a problem solving meeting with Dr. Carter and ultimately a reduction in grade or possible creation of student plan. Students demonstrating difficulties with completing forms that meet expectations will meet with Dr. Carter to problem solve in effort to meet class expectations.
4. Required forms for your case portfolio and blackboard uploads include:
 - a. Initial and Ongoing Case Conceptualization (update as needed)
 - b. Goals and Treatment Plan (Update as needed)
 - c. Session Planning – complete this form to plan before session and to document what was accomplished each week
 - d. Progress Notes/Contact Log (weekly) – use to chart individual sessions, collateral contacts, conversations with parents
 - e. Master Attendance Sheet (do not need to post to Blackboard) – fill out one of these forms for each client you screen regardless of whether he/she continues receiving services; use bottom to track participation
 - f. Incident Reports (as needed) – complete this form to report if an unusual accident or other type of significant event occurs (e.g., student injury, outcry, destruction of property, intent to harm self or others, drug) or an unusual contact with an outside agency (e.g., police, psychiatrist) regarding a client. If you use this form must contact site supervisor and university supervisor immediately to let them know about incident.
5. **Case Summary:** Students will write a Final Case Summary for each case (see blackboard for example).